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ABSTRACT

The Office of Program Evaluation (OPE) of the Austin Independent School District (Texas) (AISD) is charged with evaluating federally, locally, and state funded programs in the AISD. OPE staff carry out mandated reporting for federal and state grants and are increasingly involved in formative evaluations designed for program improvement and summative evaluations designed to help district decision makers. This Agenda describes the methodology of the evaluations planned for the school year, with plans that serve as blueprints for the evaluation staff to follow through the school year. Overviews for each planned evaluation and activity are included in this document. These overviews contain program descriptions, evaluation objectives, and descriptions of evaluation scope and methods. Programs to be evaluated include federally funded "Title" programs, locally and other federally funded programs, and some additional surveys and projects planned by the OEP. (SLD)

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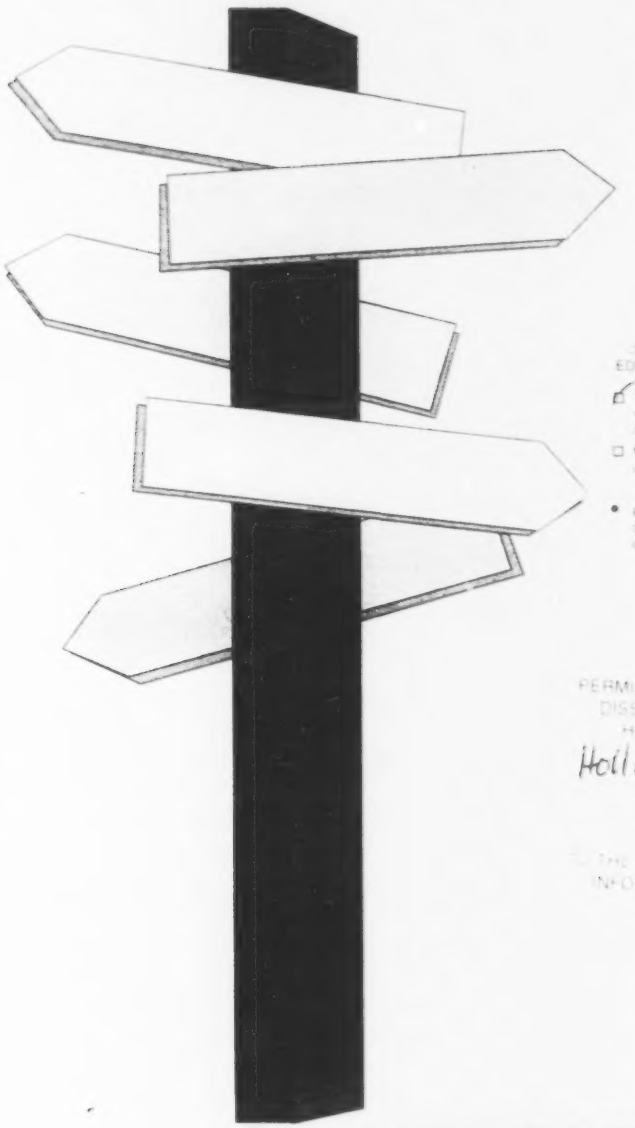
Austin Independent School District
Office of Program Evaluation
Agenda 1998-99



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PREFACE

The Office of Program Evaluation (OPE) is charged with evaluating federally, locally, and state funded programs in the Austin Independent School District (AISD). The function of OPE has shifted over the past years. While continuing to carry out mandated reporting for federal and state grants, OPE now reports to the Deputy Superintendent of Instructional Services and School Operations. OPE staff work closely with program staff and increasingly carry out formative evaluation designed for program improvement as well as continuing to carry out summative evaluation designed to help district decisionmakers make programmatic decisions.

A program evaluation agenda for AISD is prepared before the beginning of each school year to obtain agreement among decisionmakers that the proper and most critical information needs are being addressed. The agenda is developed through an interactive process involving the staff of OPE, the staff of special programs, the Superintendent of schools, his cabinet, and other AISD personnel.

The Agenda describes methodology of the planned evaluations for each school year. These plans provide the blueprints for the evaluation staff to follow throughout the school year. In addition to the evaluations and activities outlined in this document, OPE will conduct or assist with projects, as needed, during the year. These special projects and ad hoc requests are not represented by an overview.

The format of an evaluation overview is described below. Overviews for each planned evaluation and planned activity are included in this document and are presented in the following format:

1. A **heading**, which gives the name of the program, the person(s) to contact about the program, and the person(s) to contact about the evaluation or activity;
2. A brief **program description**, which provides general information about the program, the features of the program, its goals and objectives, and other information pertinent to understanding its importance to the district;
3. **Evaluation objectives**, which enumerate the reason(s) the evaluation or activity is being performed; and
4. **Scope and method**, which delineate the breadth of the evaluation or activity and the methods by which relevant data will be collected and analyzed.

Readers of the agenda are encouraged to direct their comments and questions about the planned evaluations and activities included in this document to the OPE contact persons named in the overviews.

TABLE OF CONTENTS

PREFACE 1

TABLE OF CONTENTS 3

1998-99 PROGRAM EVALUATION SUMMARY 7

1998-99 EVALUATION OVERVIEWS FOR FEDERALLY FUNDED TITLE PROGRAMS 11

TITLE I PROGRAM 13
- Program Description 13
- Title I Evaluation Objectives 15
- Scope and Method 15

TITLE I MIGRANT PROGRAM 17
- Program Description 17
- Title I Migrant Objectives 17
- Scope and Method 17

TITLE IV SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES PROGRAM 18
- Program Description 18
- Evaluation Objectives 21
- Scope and Method 21

TITLE VI PROGRAM 23
- Program Description 23
- Evaluation Objectives 25
- Scope And Method 25

TITLE VII-A DUAL LANGUAGE PROJECT 26
- Program Description 26
- Evaluation Objectives 26
- Scope and Method 26

TITLE VII-A RETHINKING EDUCATION FOR MINORITY STUDENTS (REFORMS) 28
- Program Description 28
- Evaluation Objectives 28
- Scope and Method 28

TITLE VII$_2$C EMERGENCY IMMIGRATION EDUCATION PROGRAM 30
- Program Description 30
- Evaluation Objectives 30
- Scope and Method 30

1998-99 EVALUATION OVERVIEWS FOR LOCALLY AND OTHER FEDERALLY FUNDED PROGRAMS 31

ACADEMICS 2000: FIRST THINGS FIRST 33
- Program Description 33
- Evaluation Objectives 33
- Scope and Method 33

ANNUAL ANALYSIS OF TAAS RESULTS 34
- Program Description 34
- Evaluation Objectives 34
- Scope and Method 34

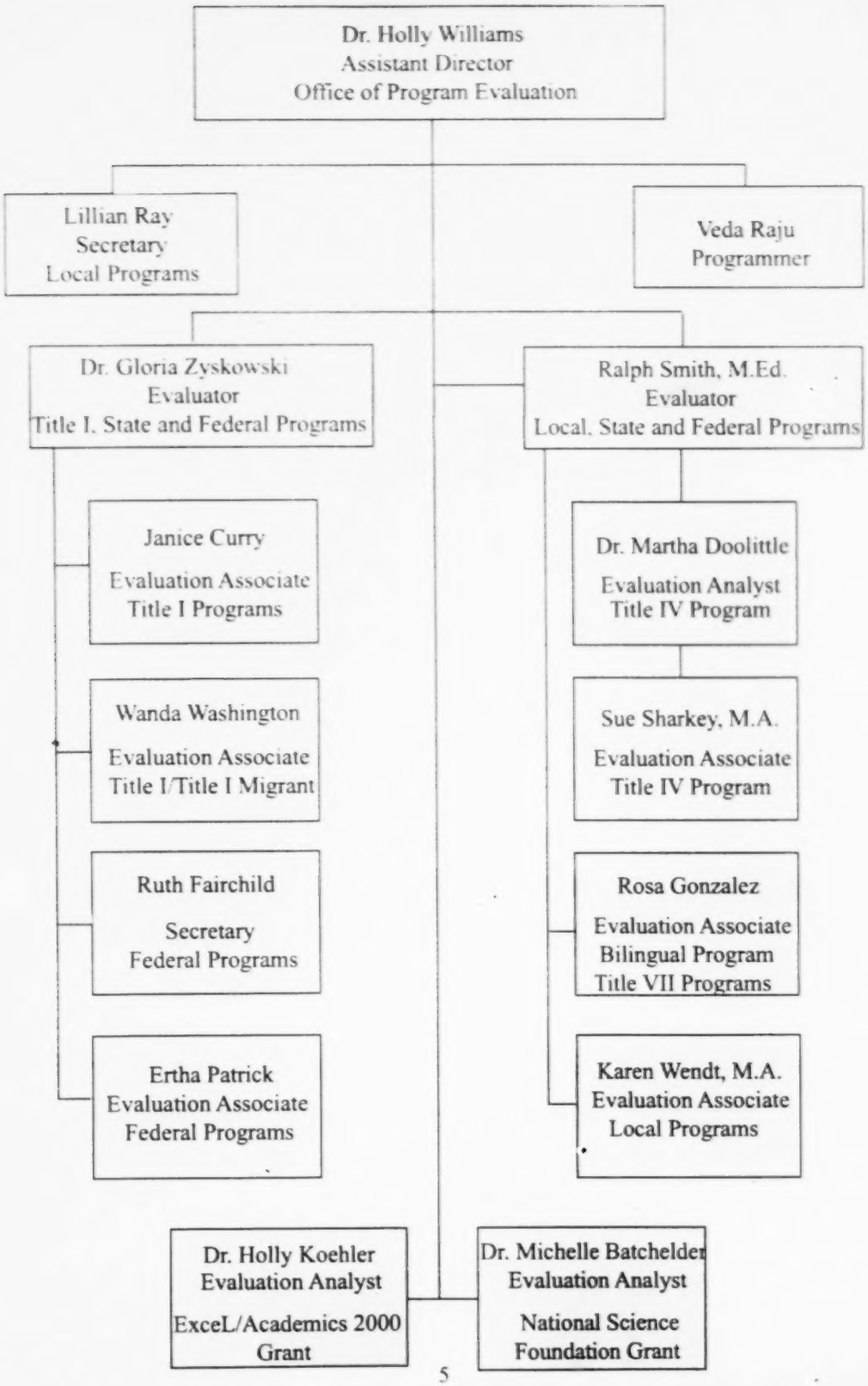
AUSTIN COLLABORATIVE FOR MATHEMATICS EDUCATION PROGRAM 35
- Program Description 35

Evaluation Objectives 35
Scope and Method 35
BILINGUAL/ESL PROGRAMS 37
Program Description 37
Evaluation Objectives 37
Scope and Method 37
CARL D. PERKINS, MIDDLE SCHOOL PREGNANT AND PARENTING PROGRAM 39
Program Description 39
Evaluation Objectives 39
Scope and Method 39
DIVERSIFIED EDUCATION THROUGH LEADERSHIP, TECHNOLOGY, & ACADEMICS (DELTA), 1998-99 40
Program Description 40
Evaluation Objectives 40
Scope and Method 40
EXCEL THROUGH INNOVATION 41
Program Description 41
Evaluation Objectives 41
Scope and Method 41
FAMILIES COMMUNICATE PROGRAM 42
Program Description 42
Evaluation Objectives 42
Scope and Method 42
PROFESSIONAL DEVELOPMENT: LITERACY AND MATHEMATICS AT READ 43
Program Description 43
Evaluation Objective 43
Scope and Method 43
PROFESSIONAL DEVELOPMENT SYSTEM FOR TEACHERS AND ADMINISTRATORS 45
Description of Professional Development System for Teachers and for Administrators 45
Evaluation 45
SCHOOL-TO-CAREER PROGRAMS 48
Program Description 48
Evaluation Objectives 48
Scope and Method 48

ADDITIONAL DUTIES OF THE OFFICE OF PROGRAM EVALUATION, 1998-99 51

AD HOC REQUESTS AND SPECIAL PROJECTS 53
Description 53
EMPLOYEE COORDINATED SURVEY 54
Program Description 54
Evaluation Objectives 55
Scope and Method 55
INTERNAL DATA REQUESTS 56
OFFICE OF PROGRAM EVALUATION WEB PAGE 56
PROCEDURES MANUAL 56
SAS 56

OPE Organization Chart



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1998-99 Program Evaluation Summary

Evaluation/ Supporting Activities	Mandated Evaluation	Reporting Period	Funding Source	Program Contact	OPE Staff	OPE Supervisor
Evaluations						
Title I Programs						
Title I-A (Regular)	✓	Annual	Federal	Rollie Ford	JC/EP/ WW	GZ
Schoolwide Programs	✓	Annual	Federal	Rollie Ford	WW/JC	GZ
Pre-K/K	✓	Annual	Federal	Jacquie Porter	JC	GZ
Parental Involvement School Support	✓	Annual	Federal	Rollie Ford	WW	GZ
Neglected Facilities	✓	Annual	Federal	Mary Thomas	EP	GZ
Nonpublic Schools	✓	Annual	Federal	Mary Thomas	EP	GZ
Other Title I Programs	✓	Annual	Federal	Rollie Ford	GZ	GZ
Title I-C (Migrant)	✓	Annual	Federal	Della Moore	WW	GZ
Title I-D (Delinquent-Formula)	✓	Annual	Federal	Mary Thomas	EP	GZ
Extended Year Programs						
Optional Extended Year	✓	Annual	State	Mary Thomas	WW	GZ
Intersession	✓	Annual	Federal	Linda Bayley/ Susan Kemp	WW	GZ
Summer School	✓	Annual	Federal	Terry Ross	JC/WW	GZ
Professional Development						
Literacy & Mathematics at Read		Special Project	Local	Darlene Westbrook	JC/WW	GZ
Title VI (Innovative Programs)	✓	Annual	Federal	Terry Ross	EP	GZ
Administrative & Teacher Appraisal Systems		Special Project	Local	Paul Shooter	HK	HW

EVALUATION/ SUPPORTING ACTIVITIES	Mandated Evaluation	Reporting Period	Funding Source	Program Contact	OPE Staff	OPE Supervisor
Bilingual Programs						
Bilingual Education	✓	Annual	State	Della Moore	RG	RS
Title VII-A (Dual Language Project)	✓	Annual	Federal	Della Moore	RG	RS
Title VII-C (Immigrant)	✓	Annual	Federal	Della Moore	RG	RS
Rethinking Education for Minority Students(VII-A)	✓	Annual	Federal	Della Moore	RG	RS
Safe And Drug Free Schools & Communities and Alternative Programs						
Title IV Programs: SDFSC Formula	✓	Annual	Federal	Mary Walker	MD/SS	MD
ROPES	✓	Annual	Federal	Bill Perry	SS	MD
Positive Families	✓	Annual	Federal	Joann Farrell	MD/SS	MD
SUPER I	✓	Annual	Federal	Joe Oliveri	MD/SS	MD
SAP	✓	Annual	Federal	Stan Brein	SS	MD
PAL	✓	Annual	Federal	Richard Sutch	SS	MD
Middle School Pregnant and Parenting Program	✓	Annual	Federal	Gloria Williams	HK	HW
Novanet		Annual	Local	Mollie Guion	KW	RS
Families Communicate		Annual	Local	Joann Farrell	MD	RS
School to Career						
School to Work		Special Project	Local	TBA	EP	GZ
Carl Perkins	✓	Annual	Federal	TBA	EP	GZ
College Bound (AP, Merit Scholar)		Special Project	Local	Amanda Batson	EP	GZ

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EVALUATION/ SUPPORTING ACTIVITIES	Mandated Evaluation	Reporting Period	Funding Source	Program Contact	OPE Staff	OPE Supervisor
Other Programs						
Academics 2000	✓	Annual	Federal	Susan Kemp	HK	HW
Administrative Support Services		Special Project	Local	AC Gonzalez	HW	HW
ExceL		Annual	Local	Amanda Batson	HK	HW
Inclusion in Middle & High School		Special Project	State	Julie Lyons	Consultant	HW
Local Accountability System		Special Project	Local	Kay Psencik	HW	HW
National Science Foundation Grant (NSF)	✓	Annual	Federal	Laurie Mathis	MB	HW
TAAS Analysis		Annual	Local	Darlene Westbrook	HW	HW
OTHER ACTIVITIES						
Ad hoc requests/Special Projects		Ongoing	Local	N/A	HK/EA	HW/RS
Coordinated Survey		Annual	Local	N/A	KW	RS
GENESYS		Annual	Local	Veda Raju	Veda Raju	RS
Internal Data Requests		Ongoing	Local	N/A	KW	RS/HW
Procedures Manual		Special Project	Local	N/A	Evaluation Analysts	HW
SAS		Ongoing	Local	N/A	HK	HW
Web Page		Updated Annually	Local	N/A	RS	RS

Staff Key:

MB	Michelle Batchelder	HK	Holly Koehler	WW	Wanda Washington
JC	Janice Curry	EP	Ertha Patrick	HW	Holly Williams
MD	Martha Doolittle	RS	Ralph Smith	KW	Karen Wendt
RG	Rosa Gonzalez	SS	Sue Sharkey	GZ	Gloria Zyskowski

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1998-99 Evaluation Overviews for Federally Funded Title Programs

TITLE I PROGRAM

Program Director:	Rollie Ford
Evaluation Supervisor:	Gloria Zyskowski
Evaluation Staff:	Janice Curry, Ertha Patrick, Wanda Washington

PROGRAM DESCRIPTION

Title I is a compensatory education program supported by funds from the Department of Education through the *Elementary and Secondary Education Act of 1965* as amended by the *Improving America's Schools Act of 1994 (P.L. 103-382)*. The purpose of Title I is to enable schools to provide opportunities for children served to acquire the knowledge and skills described in the state content standards and to meet the state performance standards developed for all children.

The level of Title I funding for a district is based on the percentage of low-income students living in the district attendance area. Title I funding for a school is determined by the percentage of low-income students living in the school's attendance area. For district purposes, a child is defined as low-income if he or she receives free or reduced lunch. Schools are ranked in the spring of each year on the basis of the percentage of low-income children residing in the school's attendance area. Districts must serve schools with 75% or more low-income students residing in their attendance area. Remaining schools that are below 75% low income are served in rank order as funding allows.

The 1998-99 AISD Title I allocation, including roll-forward funds, is $10,806,376. AISD uses this sum to fund 50 schoolwide programs: 43 elementary schools and 7 secondary schools. This number includes all of the schools with 60% or more low-income students, and it represents a change from previous years in which the threshold for Title I funding was 70% or more low-income students.

The programs that are funded by Title I and evaluated by the evaluation staff during the 1998-99 school year are:

1. Schoolwide Programs (SWPs)
2. The Prekindergarten (pre-K) Program
3. The Parental Involvement Component
4. Nonpublic School Programs
5. Neglected Facility Programs
6. Delinquent Institution Programs
7. Extended Year Programs (year-round schools, summer school, etc.)

Schoolwide Programs

As a result of the reauthorization of Title I in 1994, a school can be a **Title I schoolwide program** if 50% of the children in the school's attendance zone or 50% of the children enrolled in the school are low-income students. Because AISD is serving students at schools that are at or above the 60% low income level in 1998-99, each of the 50 AISD

Title I schools is a schoolwide program. All students at a schoolwide program are considered eligible for Title I assistance. Schoolwide programs have a great deal of flexibility in using federal education funds, subject to rules established by the Department of Education. The spirit of the law is cooperation among funding sources and inclusion of all students.

The Prekindergarten Program

In the 1998-99 school year, prekindergarten (pre-K) programs at 54 AISD schools will continue to serve students who have been identified as economically disadvantaged, limited-English-proficient, or homeless. Half-day prekindergarten is mandated and funded by the state for all four-year-olds who meet one of these criteria. Additional instructional time for students is offered through the full-day pre-K program funded by Title I at elementary schools with the highest concentrations of low-income students. During 1998-99, 34 of the 43 Title I elementary schools will provide full-day prekindergarten.

The Parental Involvement Component

Title I, Title I Migrant, and the district fund the Parent and Parent-Community Involvement components. The common goal of these programs is to build partnerships that benefit not only students and parents, but schools and communities as well. Combined funds are used to employ a parent program specialist and parental involvement representatives. These staff members provide workshops for parents and community members on various topics, make home visits, translate information when necessary, provide adult literacy training, and generally do all that they can to support parental and community involvement in the schools.

Nonpublic Schools

Eight nonpublic schools in the AISD attendance area received Title I funds in 1997-98. These schools offer additional instructional services to low-income students in prekindergarten through grade 8. In 1998-99, the number of nonpublic schools receiving Title I funds is likely to increase.

Neglected or Delinquent Facility Program

Two neglected facilities and five delinquent institutions will receive funds from Title I in 1998-99: Settlement Home, Youth Options, Gardner-Betts (Travis County Juvenile Detention Facility), The Oaks Psychiatric Health System, Phoenix Academy of Austin, Turman House, and Travis County Leadership Academy. Title I funds will be used primarily to provide compensatory reading and mathematics services to youth at these facilities.

Extended Year Programs

In 1998-99, the **year-round school calendar** will be used in 11 Title I elementary schools. In this program, the school year revolves around an approximate 60/20 schedule (60 days in school and 20 days out) in contrast to the traditional nine-month calendar. The breaks between the 60-day sessions are called intersessions. Students falling behind in achievement are provided supplementary instruction during these intersessions. Federal funds are used for salaries, materials, and costs associated with support staff needed during the intersessions.

Summer Opportunity to Accelerate Reading (S.O.A.R.) is the district's **Title I summer school**. It provides early intervention to accelerate the literacy learning of students entering grades 1-3 in the fall of 1998, and is designed to help achieve the district and state goal of insuring that all children will read on grade level by the end of grade 3.

The **optional extended year** program is a supplemental grant program that provides additional instructional time for students who are at risk of academic failure. Although not funded by Title I, the program is included in this section because the grant is a funding source for extended year programs, such as summer school and intersessions.

TITLE I EVALUATION OBJECTIVES

1. To comply with federal law requiring an annual evaluation of programs funded with Title I monies; and
2. To provide information for decision makers on program effectiveness to facilitate decisions about program modification.

SCOPE AND METHOD

The mandatory evaluation of the 1998-99 Title I program will be based on the Statewide Accountability System. Further evaluation will be performed at the district level. Qualitative as well as quantitative data will be gathered for evaluation of the Title I program.

Schoolwide Programs

Title I schoolwide programs will be evaluated by the same criteria as other schools in AISD and the state. These criteria include the following: percentage of students passing the *Texas Assessment of Academic Skills* (TAAS), annual dropout rate, and attendance rate. The data will be disaggregated by ethnicity, gender, English proficiency status, migrant status, and economic status. Only the students who are enrolled in the district as of October 30 and who remain in the district to take the TAAS in May will be included for accountability purposes. For 1998-99, the requirements for each criterion are as follows:

1. At least 45% of all students at a campus must pass each section of the TAAS test, including reading, mathematics, and writing (grades four and eight only). Also, at least 45% of students in each disaggregated group must pass the TAAS.
2. The annual dropout rate must be 6% or less for a middle school campus, and for each disaggregated group at the middle school campus.
3. The attendance rate for a campus must be 94% or higher.

For the 1998-99 school year, the Title I evaluation staff will undertake a study of professional development as it impacts instruction provided in Title I classrooms. For additional information on this aspect of the Title I evaluation, see the section in this document on the Professional Development Academy evaluation plan.

Pre-K

Language development is a major part of early childhood education in AISD. Because over 20% of the Title I budget is used to fund full-day pre-K, it is important to evaluate the pre-K program annually. The half-day programs give a comparison group for the evaluation. The language development of half- and full-day pre-K students will be assessed with the English and Spanish versions of the Peabody Picture Vocabulary Test.

A random sample of pre-K students will be pre- and posttested with the English language *Peabody Picture Vocabulary Test-III* (PPVT-III) in the fall and the spring. Spanish-speaking pre-K students will be pre- and posttested with the Spanish version of the PPVT, the *Test de Vocabulario en Imagines Peabody* (TVIP), as well as the PPVT-III. Overall gains from fall to spring on both tests will be examined for statistical significance. Other evaluation activities will include review of student demographics, as well as comparisons of achievement data for students in full-day and half-day pre-K programs, and for students in year-round and regular-calendar pre-K programs.

The Title I evaluation staff will also work with the early childhood coordinators to provide training to pre-K teachers in the PPVT and TVIP assessments. The evaluation staff will provide information on how the tests are administered, how to interpret test results, and how to analyze scores in terms of response categories.

Parent-Community Involvement

Parent and community involvement in school activities such as attendance at meetings, workshops, and so on will be tracked. A survey of school staff and review of support documents will be used to investigate the effectiveness of these components.

Private Schools/Neglected or Delinquent Institutions

The number and demographic information of students served at the private schools and the institutions for neglected or delinquent students will be collected and reported to the Texas Education Agency (TEA). School staff will be surveyed at the end of the school year to provide qualitative data on implementation and effectiveness of services. For private schools, achievement data will be gathered and analyzed to investigate program effectiveness. In addition, Title I evaluation staff will provide training in the administration and interpretation of the PPVT for staff at the Title I-funded private schools to assist them with the evaluation of their pre-K students.

Extended Year Programs

Extended year programs will be evaluated using TAAS data and progress indicators based on the Statewide Accountability System criteria. Results for students who are served by extended year programs will be compared with results for similar students who are not served by extended year programs, and with results for students districtwide.

The Title I evaluation staff will collaborate with teachers and program coordinators to gather data concerning the effectiveness of the Title I summer program, S.O.A.R. Student data, including pre- and posttest scores, will be examined. Staff data, including survey and interview responses, will also be included in the evaluation.

TITLE I MIGRANT PROGRAM

Program Director: Della Moore
Evaluation Supervisor: Gloria Zyskowski
Evaluation Staff: Wanda Washington

PROGRAM DESCRIPTION

The Title I migrant programs are authorized under Part C of Title I of the *Elementary and Secondary Education Act of 1965* as amended by the *Improving America's Schools Act of 1994 (P.L. 103-382)*. State educational agencies (SEAs) receive funds for the costs of operating supplementary reading and mathematics education programs, including summer school, to benefit migrant children ages 3 through 21 (or until attainment of a high school diploma, whichever comes first).

Under the law, major stipulations are (1) each recipient of funds "shall give priority to migratory children who are failing, or most at risk of failing, to meet the state's challenging content standards and student performance standards, and whose education has been interrupted during the regular school year," and (2) staff shall consult parents in planning, operating, and evaluating the program.

The objective of the Title I Migrant Education Program is to support state and local programs that meet the special educational needs of the children of migratory workers. Under the program, the U.S. Education Department provides formula grants to states, which typically distribute most of the funds to local operating agencies (often a school district).

The activities of the Migrant Program are centered around (1) recruitment of students, (2) parental involvement, and (3) a supplementary instructional program for secondary students. The NGS (New Generation System) clerk processes the migrant student records and assists students with securing needed social and medical services.

TITLE I MIGRANT OBJECTIVES

1. To comply with federal law requiring an annual evaluation of programs funded with Title I monies; and
2. To provide information for decision makers on program effectiveness to facilitate decisions about program modifications.

SCOPE AND METHOD

Quantitative and qualitative data will be gathered to identify the benefits of the Title I Migrant program to this special needs population in AISD. A count of students served and demographic data will be reported to TEA and further student data will be pulled from the Public Education Information Management System (PEIMS). Federally mandated parental involvement component activities will be measured for effectiveness by parental attendance/participation. Also, during the 1998-99 school year, Title I Migrant evaluation staff will undertake a study of the tutoring program to determine the specific effects on the students receiving this migrant-funded service.

TITLE IV SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES PROGRAM

Program Contact: Mary Walker
Evaluation Staff: Martha Doolittle, Suzanne Sharkey

PROGRAM DESCRIPTION

Since the 1987-88 school year, the Austin Independent School District (AISD) has received funding through the federal Safe and Drug-Free Schools and Communities (SDFSC) grant, a component of Title IV. This funding originated in 1986 under Public Law 99-570 as the Drug-Free Schools program, later amended as the Drug-Free Schools and Communities program, and in 1994 was again broadened under Public Law 103-382 to become known as the Safe and Drug-Free Schools and Communities program. The expressed function of the SDFSC grant monies is to supplement, but not supplant, local school districts' efforts toward drug abuse education and prevention and to promote a safe, violence-free school environment.

The 1998-99 AISD Title IV application, including 1997-98 roll-forward and supplemental funds, totals $1,112,635. In addition to its formula allotment ($405,830) and roll-forward funds, the district received funds through a Title IV supplemental grant provision (P.L. 103-382, §4113(d)(1)). Under this provision, the Texas Education Agency apportions 30% of the state's Title IV funds to not more than 10% of Local Education Agencies (LEAs) demonstrating greatest need, based on districts' annual evaluation reports to the state. In the 1997-98 school year, the district was awarded a supplement of $525,976 through this competitive process. The district has asked TEA permission to roll forward these supplemental funds into FY 1998-99.

With these funds, the district is undertaking an effort to review and revise its drug and violence prevention and education efforts. In the past, the district's SDFSC program has been somewhat fragmented in its approach toward substance use prevention education. For the past two years, however, the district has begun taking steps to develop and implement a comprehensive, integrated drug and violence-prevention curriculum that includes adaptations of proven research-based programs and practices. This effort is in accordance with recent federal directives: (1) to align local school district's SDFSC programs with measurable goals and objectives for drug and violence prevention, and (2) to use evaluation as a method of strengthening those programs.

Thus, evaluation of the 1998-99 SDFSC program will include assessments in the following areas: (1) development, piloting, and implementation of curriculum integration; (2) programs and activities that are initiated or expanded through supplemental funding; and (3) established AISD SDFSC-sponsored programs.

Campus-Based Programs

Since the 1993-94 school year, SDFSC funds have been available to all campuses to allow school staff the latitude to create innovative programs toward a drug-free learning environment. Each campus that applies for these funds must develop a proposal that articulates the linkage between the school's planned expenditure, their campus improvement

plan, and the goals and objectives of the federal SDFSC legislation. Campuses are encouraged to leverage their funds by combining resources and programs across campuses or within vertical teams. In the 1997-98 school year, campus-based programs were funded at a level of approximately $1.10 per pupil. It is anticipated that funding will increase to $2.00 per pupil for the 1998-99 school year.

Private Schools and Neglected or Delinquent Facilities

By law, private schools and neglected or delinquent facilities within the district's boundaries are offered the opportunity to receive SDFSC funds for the development or expansion of comprehensive (pre-K through grade 12), age-appropriate programs related to safety and to prevention of the abuse of tobacco, alcohol, or illegal substances. Funds may be used for acquisition or implementation of programs, staff development, consultants, materials, supplies, equipment, and registration fees for workshops or training. In the 1997-98 school year, 15 private schools and one neglected or delinquent facility received SDFSC fund allotments, and an estimated 18 private schools and seven neglected or delinquent facilities will participate in the SDFSC program in 1998-99.

Pre-K-12 Curriculum Support

The objectives of the curriculum support component of the grant are threefold:

1. To design, develop and implement age-appropriate curricula for students in grades Pre-K through 12 that cover areas of drug and alcohol education and prevention;
2. To provide in-service training to teachers and counselors on how to make the best use of materials and consultants dealing with drug and alcohol education and prevention; and
3. To provide resources for administrators, counselors, and teachers to attend conferences and stay current with alcohol and drug education and prevention programs.

This year is a continuation of a multiyear, comprehensive review and modification of the district's drug, alcohol and violence prevention curriculum resources. A review of student competencies from the Guidance, Health, Science, Language Arts and Physical Education curricula will continue with the identification of strands related to the prevention of drug abuse and violence. In order to integrate SDFSC-related curriculum materials into the district's core curricula, staff will research, modify, purchase and distribute materials to support the development of those competencies. This step has been achieved in the Guidance and Counseling curriculum, and is in process for the Health - Science curriculum. Teachers and counselors will be trained and be responsible for the delivery of curriculum.

Peer Assistance and Leadership (PAL)

PAL is a peer-helping program offering course credit to selected eighth, eleventh, and twelfth graders who function as peer helpers ("PALs") to other students ("PALees") at their own schools as well as at feeder schools. The grant provides for a half-time consultant who serves as the district's program coordinator and consultants to provide additional training, curriculum support, and student conferences.

ROPES Retreat Program (ROPES)

The ROPES Program (Reality Oriented Physical Experiential Sessions) is operated by AISD's Office of School-Community Services. The ROPES program, a retreat workshop designed to serve both AISD students and staff, is a series of teambuilding exercises revolving around a set of physical challenges. There are experiential education activities designed to develop such skills as team building, trust, communication, decision making, problem solving, and resistance to negative peer pressure. The grant provides the salary for the project facilitator and two program assistants, as well as funding for facility rental, transportation costs, and substitutes to allow participation by teachers.

Student Assistance Program (SAP)

The SAP is a school-based process aimed at helping students address difficulties that affect their ability to perform successfully in school. In 1997-98, this program focused on student problems such as academic difficulties, family/social issues, and misconduct. The SAP provides training to elementary and secondary staff to enable them to recognize and assist students who are experiencing personal and academic difficulties.

Alternative Education Programs

In addition to the programs discussed above, a portion of the 1998-99 SDFSC grant will be used to support some of the district's alternative education programs. The Alternative Learning Center (ALC) serves all secondary campuses in the district through transition, consultation, and direct services to referred students. The programs at the ALC were recently refocused on improving students' behavior and imparting fundamental skills necessary for academic and social success. These programs are intended to help students achieve success when they return to their home campuses. Toward these ends, SDFSC funds will be used to support the following activities and positions:

SUPER I Program. SUPER I is designed to serve secondary school students who have committed a first-time, non distribution alcohol- or drug-related offense. This voluntary program, which requires participation by both the student and parent (or other significant adult figure), consists of four two-hour sessions focusing on the physical, social, and legal consequences of substance use and places a strong emphasis on family communication skills. The incentive for participation is to allow the student to return to his or her home campus after two weeks rather than the more usual six weeks. The SUPER I program is co supported by a corporate sponsor, and additional cycles of the program are funded on an as-needed basis by the SDFSC grant.

Positive Families. In addition to the training provided to parents by the SUPER I program, the Positive Families program offers training workshops to parents and students on anger management, communication, conflict resolution and problem solving strategies. The grant provides for one parent training specialist, and will also provide for general supplies, refreshments, and support for the program. District facilitators will be trained to offer the workshops. The workshops can be modified to meet the needs of those families attending.

Other Program Support

In addition to the programs and positions discussed above, the grant will also pay, at varying levels, a portion of salary for the following positions: SDFSC Program Facilitator,

five Community Specialists, five Instructional Coordinators, Secretary/Accounting Clerk, AISD Campus Police Officer, Evaluation Analyst, Evaluation Associate.

EVALUATION OBJECTIVES

1. To comply with federal law requiring an annual evaluation of programs funded with Title IV monies (P.L. 103-382, §4117 (b)(1)(A) and §4117 (b)), and as required under TEC §29.081; and
2. To provide information for decision-makers on program effectiveness to facilitate decisions about program modification.

SCOPE AND METHOD

GENeric Evaluation SYStem (GENESYS)

The effectiveness of individual SDFSC-supported programs in influencing variables such as student achievement (as measured by course grades and test scores), attendance rates, retention rates, discipline rates, and so on for specified populations will be measured using OPE's GENESYS program. For more detailed information regarding GENESYS, see *GENESYS 1990-91: Selected Program Evaluations* (Publication 90.39).

Student Survey

The Drug-Free Schools Act of 1986 requires that agencies receiving funds describe the extent of the current alcohol and drug problem in the schools. The National Commission on Drug-Free Schools Final Report (1991) recommends a survey to assess these problems. As a recipient of SDFSC monies, AISD is obliged to collect and report this information. Two surveys are used in alternating years: *Texas School Survey of Drug and Alcohol Use*, a statewide survey, and *Student Substance Use and Safety Survey* (SSUSS), a locally produced survey that duplicates many of the items from the *Texas School Survey*. This year, the *Student Substance Use and Safety Survey* (SSUSS) will be administered to assess levels of student self-reported substance use, attitudes about substance use, and opinions of student violence and school safety.

Staff Survey

Staff opinions of the presence of alcohol and drugs on campuses and safety concerns are assessed in an annual survey to a random sample of staff (teachers and administrators). In addition, questions are included on staff familiarity with and training in SDFSC-relevant curricula or topics.

Campus Expenditure Proposal and Year-end Report

In order to qualify for SDFSC funds, at the beginning of the school year, each campus will be required to submit a proposal outlining planned expenditures. Each proposal must include an explanation of how the campus' program(s) will advance the goals and objectives of the SDFSC legislation, and how this supports campus improvement plans. Campuses will be required to submit a year-end report on their programs which will include information such as the number of staff and students served directly and indirectly by the programs, how funds were spent, and the extent to which the goals and objectives of SDFSC legislation were addressed. This information is required for reporting to TEA.

Private School/Neglected or Delinquent Facility Year-end Report

Similar to the campus-based programs, the private schools and neglected or delinquent facilities will be asked to report all SDFSC-related expenditures as well as the number of students and staff served through those expenditures and to describe the programs and activities sponsored by the grant. This information is also required for reporting to the TEA.

Pre-K through 12 Curriculum Support

TEA's (1997) publication of the *Texas Prevention Curriculum Guide: Drug and Violence Education* (DAVE) is the drug, alcohol, and violence prevention education curriculum document that will be integrated into different academic curriculum areas over the next several years. AISD's Guidance and Counseling curriculum guide has been updated and will be implemented during the 1998-99 school year to all AISD campuses. The district's Health curriculum, *Making Healthy Choices* (1992), is in the process of being updated and will include the DAVE curriculum materials. Evaluation will require cooperation with staff from the different curriculum areas in order to monitor the development of curriculum materials, teacher training, and the pilot year of teaching the curricula to students.

PAL

The PAL program will be evaluated using a combination of assessment techniques including interviews with PAL program participants and the PAL coordinator, a content analysis of PAL/PALee activities, and follow-up of last year's participants.

ROPES

Evaluation of the ROPES Program will include interviews with the program coordinators, surveys of staff and student participants, and follow-up of previous year's participants.

SAP

Evaluation of SAP staff training will consist of an examination of program records related to staff training, follow-up with staff members that have been trained in previous years, and an interview with the SAP coordinator.

Alternative Education Programs

Much of the restructuring effort in the district's SDFSC programs focuses on programs for students considered at greatest risk for substance use and other disciplinary (e.g., class disruption, fighting) problems. Many of the students referred to the district's alternative education facilities fit this definition. Appropriate evaluation instruments will be designed to reflect the development and implementation of these programs. For instance, current program participants' behaviors and opinions will be evaluated, and follow-up measures will be collected to assess the long-term impact of the programs (e.g., SUPER I, Positive Families) on students academic and behavioral progress.

Other Program Support

Staff interviews and surveys will be used to assess the roles of SDFSC support staff in the implementation of SDFSC programs in the district.

TITLE VI PROGRAM

Program Director: Terry Ross
Evaluation Supervisor: Gloria Zyskowski
Evaluation Staff: Ertha Patrick

PROGRAM DESCRIPTION

Title VI provides federal funds to states through the Elementary and Secondary Education Act of 1965 as amended by the *Improving America's Schools Act of 1994 (Public Law 103-382)*. States receive Title VI funds based on their school-age population and then allocate at least 80% of these funds to local districts based on enrollment. Title VI can support programs or services in the following target assistance areas: school reform activities that are consistent with the *Goals 2000: Educate America Act*; instructional and educational materials; programs to provide for the educational needs of gifted and talented children; school improvement programs or activities; technology related to the implementation of school-based reform programs; activities to improve higher order thinking skills of disadvantaged elementary and secondary school students; and programs to combat illiteracy in the student and adult populations. Local education agencies are encouraged to maximize the effectiveness of Title VI funds by coordinating with other federal and state programs to provide an integrated, coherent delivery of services to increase student achievement. AISD programs funded by Title VI for the 1998-99 school year are described below.

Reading Recovery

Reading Recovery is a supplementary reading program for grade 1 students, who are identified for possible participation based on beginning-of-the-year teacher rankings of students in their classrooms. Students in the bottom one-third of the rankings are then selected for Reading Recovery services through additional teacher assessment. The goal of the program is for students to exit the program and return to their classroom at the average reading level of the class.

Private Schools and Neglected or Delinquent Facilities

By law, Title VI funds are available through AISD to private, nonprofit schools and neglected or delinquent Facilities within AISD boundaries. Private nonprofit schools and neglected or delinquent Facilities are contacted in the spring to determine if they would like to participate in Title VI programs during the upcoming school year. Applicants must meet a number of eligibility requirements related to compliance with federal nondiscrimination laws and nonprofit status. Funds are then allocated to approved applicants on a per-pupil basis for purchase of items selected by schools or facilities. All purchases are made through AISD, and the district retains title to, and exercises administrative control of, all equipment and supplies. Equipment and supplies that are placed in a private school must be used for Title VI purposes only, and must be able to be removed easily should a school or facility become ineligible for continued funding.

Library Resources

Title VI allocates funds for each elementary, middle/junior high, and high school to purchase library resources for the purpose of improving the quality of instruction. Title VI funds may be used to purchase supplementary library materials, assessments, reference materials, media materials, and instructional/educational materials for any subject area and for any grade level. However, materials purchased through Title VI must focus on a particular purpose, reflect high academic standards, and must be part of an overall education reform program. Purchased materials are labeled as Title VI to indicate their funding source.

Visiting Teachers

As part of the Department of School Support for AISD, the mission of the visiting teacher program is to support campuses in achieving success for all students by connecting district and community resources and providing direct and indirect services to students, parents, and staff. Visiting teachers provided by AISD are required to have a master's degree and certification in teaching, counseling, or social work. In addition, visiting teachers are required to have a minimum of three years' experience in classroom teaching or social work. Visiting teachers are also required to have a thorough knowledge of AISD policies and academic requirements; knowledge of social services' and programs available to meet a range of health, income, and social services needs; as well as information about state, local, and federal laws affecting the lives of students and families.

During the 1998-99 school year, Title VI will fund two visiting teachers to provide support services to approximately 12 AISD schools.

Volunteer Coordinator

During the 1998-99 school year, a half-time Coordinator of Volunteers will provide support for campus recruitment, retention, and recognition of community volunteers. The duties of this position include development and distribution of materials, volunteer recruitment, maintaining a central database of volunteer hours, establishing ongoing communication with other area volunteer agencies, and working with community organizations to support campus needs.

Summer School Tuition

During the 1998-99 school year Title VI will provide funding for AISD high school students to attend summer school at Huston-Tillotson College.

Mathematics Training Specialist

During the 1998-99 school year, Title VI will fund a mathematics training specialist to conduct district-wide training workshops on a variety of topics for AISD mathematics teachers. The mathematics specialist will also provide continued assistance to teachers who need additional help after completing a workshop. The mathematics specialist will help plan, teach, and model workshop strategies for AISD teachers.

Science And Health Workshop

During the 1998-99 school year, Title VI will fund science and health workshops for AISD teachers. Workshops will be presented by the health and science curriculum team leader on a variety of topics.

EVALUATION OBJECTIVES

1. To comply with federal law requiring an annual evaluation of programs funded with Title VI monies; and
2. To provide information for decision makers on program effectiveness to facilitate decisions about program modification.

SCOPE AND METHOD

Evaluation of Title VI programs will be limited to a feedback report using data gathered by the Title VI evaluation associate and required by the Texas Education Agency (TEA).

TITLE VII-A DUAL LANGUAGE PROJECT

Program Director: Della Moore
Evaluation Supervisor: Ralph Smith
Evaluation Staff: Rosa María González

PROGRAM DESCRIPTION

In the 1995-96 school year, AISD received a five-year grant through Title VII-Part A to implement a program of Developmental Bilingual Education (DBE) at two elementary schools, Metz and Sanchez. Both schools have a large percentage (over 25%) of limited-English proficient (LEP) students.

The DBE program requires dual language (two-way) instruction in English and a second language (in this case, Spanish) while mastering subject matter skills and meeting grade promotion requirements. The DBE contrasts with the Transitional Bilingual Education (TBE) programs, which require instruction in English and the non-English native language, with a gradual transition to English-only instruction.

The DBE program funded in AISD is titled "The Dual Language Project (DLP): Dos Idiomas, Un Mundo." The primary goals of the Dual Language Project are the following:

1. Develop student oral proficiencies in English and Spanish;
2. Develop student grade-level appropriate literacy in English and Spanish;
3. Increase student academic achievement levels in reading, language, and mathematics; and
4. Change the attitudes toward bilingualism of the students, parents, community, and staff.

EVALUATION OBJECTIVES

1. To comply with federal law requiring an annual evaluation of programs funded with Title VII monies; and
2. To provide information for decisionmakers on program effectiveness to facilitate decisions about program modification.

SCOPE AND METHOD

The grant awarded to AISD by the U.S. Department of Education specifies that an independent evaluation be conducted to determine the effectiveness of the district's Title VII DLP. OPE will employ a contractor, under the supervision of an evaluation associate and an evaluator, to carry out the evaluation. In the fourth year of funding, the evaluation will continue to collect and analyze data from a number of sources, including the following:

1. The Student Master File will provide information on the students' grade level, age, sex, ethnicity, school history, and parental income;
2. The LEP file will provide information on the LEP status, home language, language dominance, and program entry date;
3. The DLP-Language Assessment Scales (LAS) file will provide information on the LAS levels Oral Proficiency Test, both in English and in Spanish;

4. The ITBS file provides information on the grade equivalent, national percentile rank score, and the number of correct items on the reading, language, and mathematics ITBS skill batteries given to the DLP students;

5. OPE's GENESYS file will supply demographic and achievement information on the DLP students to determine programmatic progress;

6. The Project Specialist will be interviewed to assess project management and implementation of the DLP;

7. A survey of professional staff will be conducted to assess the staff academic preparation and expertise in the teaching methodology for the DLP;

8. A revised version of the Bilingual Attitudinal Questionnaire will be administered to parents to assess their perceptions about participation in the DLP, and about being bilingual; and

9. The biennial report mandated by federal law will be submitted to the Office of Bilingual Education and Minority Language Affairs (OBEMLA) in December 1999.

TITLE VII-A RETHINKING EDUCATION FOR MINORITY STUDENTS (REFORMS)

Program Director: Della Moore
Evaluation Supervisor: Ralph Smith
Evaluation Staff: Rosa María González

PROGRAM DESCRIPTION

The project, currently in its second year, is intended to enhance and expand the locally funded ESL/ Transitional Bilingual Education Program in place at the Fulmore Middle School in Austin Independent School District. The project will also strengthen current and future reform and restructuring of the school relative to addressing the needs of the limited English proficient (LEP) students. The project builds on the Carnegie Foundation-supported reform efforts already begun in the school and will shift the instructional program for LEP students to a schoolwide program in which all instructional personnel will be responsible for and will be better prepared to provide effective instruction to LEP students and address issues of language and cultural diversity.

Since 67.5% of the school's population is Hispanic, with over 20% LEP, the shift to a schoolwide ESL/Bilingual Education program will take a three-pronged approach:

1. **Professional Development.** A five-tiered model will incorporate state-of-the-art delivery strategies including study groups, action research, structured observation/reflection, networking, and participation in professional conferences.
2. **Materials Acquisition.** Supplementary resources will be purchased in all content areas to ensure that LEP students can participate in the school's interdisciplinary curriculum.
3. **Parent Education.** The adult/parent ESL classes will be expanded to accommodate parents currently on the school's waiting list.

This grant proposal supports the National Goals 2000 by a) promoting literacy in young adults, b) increasing students' competency in core subjects, and c) improving the quality of staff professional development. This grant also complements Title I, special education, and gifted and talented programs in the district.

EVALUATION OBJECTIVES

1. To comply with federal law requiring an annual evaluation of programs funded with Federal monies; and
2. To provide information for decision makers on program effectiveness to facilitate decisions about program modification.

SCOPE AND METHOD

The Office of Program Evaluation will employ an independent evaluation consultant who, under the supervision of an evaluation associate and an evaluator, will carry out the evaluation. In the second year of funding, the evaluation will continue to collect and analyze data from a number of sources, including the following:

1. The Student Master File will provide information on the students' grade level, age, sex, ethnicity, school history, and parental income;
2. The LEP file will provide information on the LEP status, home language, language dominance, and program entry date;
3. The ITBS file provides information on the grade equivalent, national percentile rank score, and the number of correct items on the reading, language, and mathematics ITBS skill batteries given to the DLP students;
4. OPE's GENESYS file will supply demographic and achievement information on the LEP students to determine programmatic progress;
5. The Project Specialist will be interviewed to assess project management and implementation to the REFORMS grant;
6. A survey will be administered to teachers who participated in the project's training component;
7. Other performance and context indicators will be examined to determine program effectiveness; and
8. The final report mandated by federal law will be submitted to OBEMLA in October/December 1999.

TITLE VII-C EMERGENCY IMMIGRATION EDUCATION PROGRAM

Program Director: Della Moore
Evaluation Supervisor: Ralph Smith
Evaluation Staff: Rosa María González

PROGRAM DESCRIPTION

Title VII, Part C, incorporating the former Emergency Immigration Education Program, provides grant funds "...to assist local education agencies that experience unexpectedly large increases in their student population due to immigration to (1) provide high-quality instruction to immigrant - children and youth; and (2) help such children and youth (a) with their transition into American society; and (b) meet the same challenging state performance standards expected of all children and youth."

EVALUATION OBJECTIVES

1. To comply with federal law requiring an annual evaluation of programs funded with Title VII monies; and
2. To provide information for decisionmakers on program effectiveness to facilitate decisions about program modification.

SCOPE AND METHOD

The focus of the evaluation on the immigrant program is currently being determined. The data gathered will be reviewed to determine whether the program contributes to providing high-quality instruction and assists immigrant students in meeting state performance standards. Data for the 1998-99 evaluation will be secured from the following sources:

1. Information concerning program services and expenditures will be collected from program staff;
2. Files and rosters on immigrant students will be created to gather information from other centralized files; and
3. Prior-year information about immigrant students will be obtained from archived computer files and evaluation data files.

1998-99 Evaluation Overviews for Locally and Other Federally Funded Programs

ACADEMICS 2000: FIRST THINGS FIRST

Program Administrator: Susan Kemp
Evaluation Staff: Holly Koehler, Holly Williams

PROGRAM DESCRIPTION

Academics 2000 is the Texas initiative funded under Public Law 103-227, the *Goals 2000: Educate America Act*. The primary objective of the Academics 2000 local grant program is to promote reading proficiency for students in prekindergarten through fourth grade. In order to meet this primary objective, programs are developed that focus on the planning and implementation of effective, research–based initiatives to improve reading proficiency, including intensive and sustained professional development that encompasses effective instruction strategies and methodologies. Some programs also include preservice education activities.

Last year, AISD received eight Academics 2000 grants, involving 17 elementary school campuses. Six new grant applications have been submitted for the 1998-99 school year.

EVALUATION OBJECTIVES

1. To comply with federal law requiring an annual evaluation of programs funded with Academics 2000 monies, and
2. To provide information for decision makers on program effectiveness to facilitate decisions about program modification.

SCOPE AND METHOD

Assistance in writing the evaluation section of grant applications will be provided to all campuses that apply for Academics 2000 funding. Demographic and achievement data will be provided to Academics 2000 recipients for use in completing end-of-the-year evaluation reports. In addition, recipients can request in-depth evaluations of all or part of their Academics 2000 programs and/or assistance in completing their end-of-the-year evaluation reports.

So far, three Academics 2000 recipients have requested in-depth evaluations for the 1998-99 school year and have budgeted for evaluation. (This number may increase as new recipients are notified of their acceptance.) The Reading One-To-One component of Harris Elementary School's Academics 2000 program, "Early Parent Involvement to Promote Reading Project" will be evaluated using Woodcock-Johnson/Woodcock-Munoz pre- and post-test scores, TAAS scores, and Reading One-To-One program documentation. The Project READ portion of Blackshear, Govalle, Jordan, and Oak Springs/Rice Elementary School's "Blackshear Project" will be evaluated using pre- and post-tests of staff development, teacher observations of student teachers, Analytical Reading Inventories, and TAAS scores. Finally, the Academics 2000 program at Cook/Wooldridge Elementary Schools, "The Quail Creek Family Reading Program," will be evaluated using surveys of participants, parents, staff, and feedback from Parent Night.

ANNUAL ANALYSIS OF TAAS RESULTS

Program Contact: Darlene Westbrook
Evaluation Staff: Holly Williams

PROGRAM DESCRIPTION

The Texas Assessment of Academic Skills (TAAS) is a state-mandated, criterion-referenced (CRT) or mastery test that has been administered since the 1990-91 school year. TAAS measures student mastery of the statewide curriculum in reading and mathematics at grades 3 through 8 and at exit level, and in writing at grades 4 and 8 and at exit level. Other TAAS tests are administered, however, the results presented and reviewed in the TAAS report are limited to results that are included in the calculation of the State Accountability System Ratings (reading and mathematics at grades 3-8 & exit, and writing at grades 4, 8, & exit).

EVALUATION OBJECTIVES

1. To analyze the impact of district initiatives and strategies for the prior year, and recommending initiatives and strategies for the coming school year.
2. To provide TAAS information to district staff, and to provide an example of an analysis of TAAS results for campus staff to follow.

SCOPE AND METHOD

The TAAS Analysis Committee is charged with formulating an annual analysis of district TAAS results. The annual analysis includes identifying areas of progress and areas of focus for the district, analyzing the impact of district strategies and initiatives on school performance, and recommending strategies and initiatives for the coming school year.

The task force, with assistance from other staff, analyzes the TAAS results in different ways to answer questions about student achievement. District data are summarized by percentage of campuses making gains in each subject, at each grade level, and for each disaggregated group (all students, African American, Hispanic, White, & economically disadvantaged). Student performance is analyzed by grade, by disaggregated group and by subject over a three-year period. State TAAS results are compared to district TAAS results. Campus data over time are presented, as well.

AUSTIN COLLABORATIVE FOR MATHEMATICS EDUCATION PROGRAM

Program Administrator: Laurie Mathis
Evaluation Staff: Michelle L. Batchelder, Holly Williams

PROGRAM DESCRIPTION

The *Austin Collaborative for Mathematics Education* (ACME) is a Local Systemic Change (LSC) initiative to implement reforms in K-8 mathematics instruction district-wide. The National Science Foundation (NSF) has granted the district up to $5 million to train teachers and support their adoption of a reform curriculum. The program is a collaborative effort of the Austin Independent School District, the Charles A. Dana Center, and the University of Texas at Austin.

All of the K-8 mathematics teachers in the district will participate in the program. The training is long-term and focuses on teachers as learners. In the first two years of the program, teachers participate in summer institutes and five days of follow-up training during the academic year. The third year consists of five days of follow-up training only. Throughout the program, teachers also receive coaching from mathematics specialists and peers as well as release time for planning and team-building. In addition, principals and school counselors participate in two days of summer training to understand program goals, plan strategies to support the teachers, and develop forums in which to inform parents about the district's mathematics program.

Implementation of the program began in the summer of 1997 with 5th and 6th grade teachers across the district. In the summer of 1998, 4th and 7th grade teachers entered the program, as well as teachers from pilot schools in which all grade levels participate in training simultaneously. Teachers at other grade levels district-wide will enter the program in subsequent years.

Program administrators have adopted the Connected Mathematics Project (CMP) and Investigations in Numbers, Data, and Space as curriculum resources. The district is purchasing materials for each K-8 classroom in each school, and materials in Spanish for Bilingual Classrooms.

EVALUATION OBJECTIVES

1. To comply with the National Science Foundation (NSF) requirement of an annual evaluation of programs funded with NSF monies;
2. To provide administrators information about program implementation and effectiveness to facilitate decisions about program modification.

SCOPE AND METHOD

The evaluation of the ACME program has two components. The national component fulfills NSF funding requirements and provides information about the program consistent with other mathematics reform programs across the nation. The local component addresses the needs of district program administrators and facilitates the development of the program. The evaluator collects and analyzes both qualitative and quantitative data. Rose Asera, Ph.D., Coordinator of Research and Evaluation at the Dana Center, and Holly

Williams, Ph.D., Assistant Director of the Office of Program Evaluation for AISD jointly supervise local evaluation.

NSF has contracted Horizons Research, Inc. to design and direct the national component of the evaluation, which is the same for all of the LSC initiatives that receive NSF funding. To fulfill the Core Evaluation of the national component, the evaluator:

1. Conducts a formative evaluation of professional development activities during the summer and academic year, including two to three observations the first year and five to eight observations in subsequent years;
2. Conducts a formative evaluation of the implementation of the curriculum in classrooms, 10 observations per year;
3. Gathers survey responses from a sample of K-8 mathematics teachers and all of the elementary and middle school principals in the district;
4. Interviews several mathematics teachers every year after the baseline year; and
5. Collaborates with AISD and the Dana Center evaluation supervisors as well as program staff to design and implement the summative evaluation, which will include qualitative and quantitative data.

The local component of the evaluation includes the following plans:

1. To document the vision and history of the program, the evaluator will interview district administrators and program staff.
2. To determine why 17% of 5th and 6th grade teachers did not attend at least 20 hours of training in the first year of the program, a survey was distributed to these teachers in the spring of 1998.
3. To examine the quality, content and atmosphere of professional development training, the evaluator will observe sessions and provide feedback to program staff in group form.
4. To evaluate teacher attitudes and experiences in professional development, the evaluator will participate in professional development training and interview teachers informally about their perceptions.
5. To describe the strengths and weaknesses of district-wide implementation of a reform curriculum, the evaluator will study the evolution of the program in depth at four schools in the 1998-1999 academic year. This part of the evaluation will investigate changes in mathematics curriculum and instruction in classrooms, teacher perceptions of constraints and supports for implementation, networks of communication and interaction that teachers use in adopting the curriculum, and the role of campus administrators in implementation of the curriculum.
6. To evaluate the effects of the reform curriculum and instruction on student mathematics achievement, TAAS and ITBS scores will be analyzed for the district by campus, and by disaggregated groups, such as low socioeconomic status, ethnicity, and English proficiency status.

BILINGUAL/ESL PROGRAMS

Program Director: Della Moore
Evaluation Supervisor: Ralph Smith
Evaluation Staff: Rosa María González

PROGRAM DESCRIPTION

Texas law requires that all students with a Language Other Than English (LOTE) be assessed to determine their level of English proficiency. Those identified as limited-English proficient (LEP) must be provided one of two basic programs:

1. Bilingual Education (BE), a transitional program of dual-language instruction including instruction in the home language and English as a Second Language (ESL) provided to students in any language classification for which there are 20 or more students enrolled in the same grade level; and
2. English as a Second Language (ESL), a program of specialized instruction in English provided to students not receiving bilingual education and to students whose parents refuse dual-language instruction.

Parental permission is required for either program. Some LEP students are served only by special education.

EVALUATION OBJECTIVES

1. To comply with state law requiring an annual performance evaluation of the district's Bilingual/ESL Programs; and
2. To provide information for decisionmakers on program effectiveness to facilitate decisions about program modification.

SCOPE AND METHOD

The focus of the evaluation will be the impact of the district's Bilingual/ESL Programs on the academic progress, in either language of instruction, of its LEP students, and the extent to which they are becoming proficient in English. The evaluation will document the number of teachers and teacher assistants trained, the frequency and scope of the training, and the results of the professional training activities. Data from the 1998-99 school year and longitudinal information from previous years will be included in the evaluation. Data for the 1998-99 evaluation will be secured from the following sources:

1. The LEP Master File contains a wide range of information about each LEP student, including the student's LEP status, program, home language, language dominance, program service dates, and performance on standardized achievement tests.
2. Both criterion-referenced (TAAS) and norm-referenced (ITBS and La Prueba de Realización) test score data will be used.
3. The Student Master File (SMF) will provide basic information about student grade level, ethnicity, and low-income status.
4. Information about program services and staff training will be obtained from program staff interviews and records.

5. Prior-year information concerning LEP students will be obtained from published evaluation reports and evaluation data files.

The following analyses will be performed:

1. Indicators of LEP student performance - achievement, attendance, retention, school leaver rates, etc. - will be examined for trends over time.
2. Performance indicators for served LEP students and LEP students whose parents refused services ("refusals") will be compared to determine if program students differ significantly from the nonprogram students.
3. The academic progress of LEP students who have exited from the program will be examined on a longitudinal basis.

CARL D. PERKINS, MIDDLE SCHOOL PREGNANT AND PARENTING PROGRAM

Program Administrator: Gloria Williams
Evaluation Staff: Holly Koehler, Holly Williams

PROGRAM DESCRIPTION

The Carl D. Perkins Vocational and Applied Technology Education Act (P.L. 101-392) assists states to expand and improve their programs of vocational education and provide equal access in vocational education to special populations. As amended in 1990, the Perkins Act focuses on increasing the participation of special populations, and on improving the quality of vocational programs in schools with the greatest need for improvement.

The AISD Single Parents Project is funded through Title II, Subpart 1 of the Perkins Act: Programs to Provide Single Parents, Displaced Homemakers, and Single Pregnant Women With Marketable Skills and to Promote the Elimination of Sex Bias. The AISD Single Parents Project was designed to connect pregnant middle school students with social services and other resources, provide them with information, encouragement, and support, and encourage them to stay in school.

This year, the AISD Single Parents Project will include emergency child care and in-home schooling to pregnant middle school students and new mothers. As in previous years, a social worker will be available for the students, although, this year, funding for the social worker position will be provided through another source.

EVALUATION OBJECTIVES

1. To comply with federal law requiring an annual evaluation of programs funded with Carl D. Perkins Act monies, and
2. To provide information for decisionmakers on program effectiveness to facilitate decisions about program modification.

SCOPE AND METHOD

The focus of the evaluation will be on the satisfaction of the students served by the program. Qualitative data will be collected and analyzed to explore the effects of the program. Students will be surveyed and/or interviewed regarding how helpful they felt their participation in the program was and the nature of the services they received. In addition, program records and other data will be summarized for inclusion in a TEA year-end report.

DIVERSIFIED EDUCATION THROUGH LEADERSHIP, TECHNOLOGY, & ACADEMICS (DELTA), 1998-99

Program Administrator: Mollie Guion
Evaluation Staff: Ralph Smith, Karen Wendt

PROGRAM DESCRIPTION

The DELTA program, an open-entry, open-exit, alternative diploma program, is in its fourth year of implementation in AISD. This competency-based dropout prevention and recovery program employs individualized and self-paced instruction and use of the NovaNET computer system to deliver district curriculum and to assist students in earning credits and passing the TAAS exam.

EVALUATION OBJECTIVES

1. To provide information for decision makers on program effectiveness to facilitate decisions about program modification; and
2. To document the extent and effect of implementation of the DELTA and Community-Based Alternative program in AISD.

SCOPE AND METHOD

As in the previous three years, evaluation will focus on gathering data concerning students served, the number of former dropouts recovered, the number of at-risk students served, the number of credits earned, course credits assisted by NovaNet, the number of high school diplomas awarded to students, the percentage of students passing TAAS, and demographic information on students served. The collected data will be reviewed and analyzed to investigate the effectiveness of this competency-based diploma program for recovered dropouts and at-risk students. The program evaluation staff will collaborate with DELTA program staff to gather data on the effectiveness of the program in achieving its goals. Data gathered for the 1998-99 school year will be secured from the following sources:

1. Information about program services will be collected from the program staff.
2. Data will be collected every six weeks and given to program staff on disk.
3. The student master file will provide basic information about student grade level, ethnicity, gender, special education, and limited-English-proficiency (LEP) status.
4. TAAS results will be obtained from the TAAS file.
5. Data collected during 1996-97 and 1997-98 will provide longitudinal information on student progress.

If time permits, evaluation staff will also seek to supplement the evaluation by adding certain qualitative information, possibly including surveys and interviews with student participants, DELTA staff, and campus administrators. The evaluation may also include financial information, including program costs; for example, number of students enrolled in a co-op program, cost-per-student served, cost-per-credit earned, and cost-per-DELTA graduate. If feasible, the evaluation may also attempt to determine outcomes for former DELTA participants, graduates and non-completers both, using SOIC data

ExceL Through Innovation

Program Administrator: Linda Bayley
Evaluation Staff: Holly Koehler, Holly Williams

Program Description

ExceL Through Innovation (ExceL) is a local funding initiative designed to improve student achievement at the elementary level through campus-based decision-making. ExceL funds provide a means for campuses to develop programs that meet the specific needs of the populations they serve. ExceL is a four-year project; the 1998-99 school year will be the third year that campuses receive ExceL funding. Award amounts to campuses are the same each year (with the exception of year one when an additional allotment for "capital outlay" was included). ExceL award amounts were based on the number of students not meeting minimum expectations on TAAS at each campus in the spring of 1995. In addition to the basic award amounts, each campus is given six days of staff development per year for each professional staff member. The original grant proposals at each campus were created in the spring of 1996 with staff, parent, and community participation. Since that time, campuses have been free to make adjustments to their programs, as needed, with the approval of their area superintendents.

Evaluation Objectives

1. To provide information for decisionmakers on program effectiveness to facilitate decisions about program modification.

Scope and Method

Each campus receiving ExceL funding is required to set yearly goals including at least one TAAS-related achievement goal. The 1998-99 ExceL evaluation will focus on achievement of these goals. TAAS data will be presented to address each campus' TAAS-related achievement goals, and data provided by each campus will be presented to address achievement of additional campus goals. In addition, the evaluation will include detailed descriptions of campus programs and staff development activities. Budget information will be presented regarding expenditures on the campus and the district level. Finally, several schools will be selected, through area superintendent nominations and analysis of achievement results, for inclusion in the Best Practices section of the evaluation report. Best Practices principals and teachers will be interviewed regarding the success of their programs, and the main characteristics of successful ExceL programs will be presented.

FAMILIES COMMUNICATE PROGRAM

Program Contact: Jo Ann Farrell
Evaluation Staff: Martha Doolittle, Suzanne Sharkey

PROGRAM DESCRIPTION

The Families Communicate program offers training workshops to parents and students on anger management, communication, conflict resolution and problem solving strategies. Based on the Positive Families curriculum and program offered at the district's Alternative Learning Center, Families Communicate was piloted during 1997-98 at selected AISD campuses. The goal of the program is to intervene with students who are having some disciplinary problems at their home campus before it becomes necessary to remove them for more serious offenses. Through the series of lessons, students and parents are taught communication and problem-solving strategies and given the opportunity to practice their new skills. Trained facilitators from the campuses (e.g., primarily teachers and counselors) deliver the program. Plans are to expand the class offerings in 1998-99 to other campuses.

EVALUATION OBJECTIVES

1. To assess program goals by following up on student participants from the pilot year and the current year; and
2. To provide information for decisionmakers on program effectiveness to facilitate decisions about program modification.

SCOPE AND METHOD

GENeric Evaluation SYStem (GENESYS). The effectiveness of the program in influencing variables such as student achievement (as measured by course grades and test scores), attendance rates, retention rates, discipline rates, etc. for program participants will be assessed using OPE's GENESYS program. For more detailed information regarding GENESYS, see *GENESYS 1990-91: Selected Program Evaluations* (Publication 90.39).

Participant Surveys. Surveys will be used to identify problems that students and parents want to address during the class sessions, and to investigate student and parent opinions on what they have gained from the sessions.

Program Staff Assessment. Program staff will be interviewed and surveyed about their opinions on whether the program goals are met, opinions about the class materials and program operation, and any concerns and recommendations for the program.

PROFESSIONAL DEVELOPMENT: LITERACY AND MATHEMATICS AT READ

Program Administrator:	Laurie Mathis, Terry Ross
Evaluation Supervisor:	Gloria Zyskowski
Evaluation Staff:	Janice Curry, Wanda Washington, Ertha Patrick

PROGRAM DESCRIPTION

The Professional Development Academy (PDA) provides professional development opportunities designed to enhance the knowledge, skills, and performance of all AISD employees. This evaluation will focus on training provided by PDA to support two districtwide initiatives: the new mathematics curriculum, specifically Investigations at the elementary level and the Connected Mathematics Project (CMP) at the middle school level; and literacy activities, specifically the use of the PALM (Primary Assessment of Language arts and Mathematics) at grades preK-2. However, because aspects of PALM are being refined to allow districtwide collection of student achievement data, the PALM professional development evaluation will be a formative evaluation designed to assist program staff in program improvement.

The evaluation will be a continuation of efforts that were undertaken during the 1997-98 school year. Initial evaluation activities at that time included establishing a database at PDA to track teachers who had received training in mathematics and literacy, and gathering qualitative information on teacher training provided at PDA through evaluation forms completed at the end of each training session.

EVALUATION OBJECTIVE

1. To provide information for decisionmakers on effectiveness of staff development in Mathematics and Literacy to facilitate decisions about modification of AISD staff development.

SCOPE AND METHOD

In summer 1997, a group of 5th grade teachers and a group of 6th grade teachers received professional development at PDA in the use of the new districtwide mathematics curriculum resources: Investigations at grade 5 and CMP at grade 6. These groups of teachers received a series of follow-up training during the 1997-98 school year to provide additional assistance in implementing the new curricular resources into their classrooms. Similarly, a group of teachers assigned to grades preK-2 received training at PDA to instruct them on the PALM as an assessment tool for use in their classrooms. Throughout the 1997-98 school year, follow-up instruction was provided to support teachers implementation of PALM. New groups of teachers are continually being introduced to professional training in the mathematics and literacy initiatives, but the group of teachers trained in summer 1997 will form the basis for this evaluation designed to provide baseline information on the training project.

With the assistance of Laurie Mathis, Administrative Supervisor for mathematics, and Jacquie Porter, primary education specialist, seven schools (four for mathematics and three for literacy) will be selected in which to conduct a Best Practices study. The purpose of

the study will be to address the effectiveness of the training that has been provided since summer 1997 to prepare teachers in the implementation of these specific districtwide initiatives in their classrooms. Campuses will be selected based on the degree to which they are implementing the training in their classrooms. Both qualitative and quantitative data will be gathered to obtain a measure of the effectiveness of the professional development provided by PDA in terms of how well the mathematics and literacy initiatives are being implemented in classrooms of teachers who have been receiving training since summer 1997.

During the site visits, which are to be conducted in November 1998 through February 1999, the evaluation staff will conduct classroom observations and will gather additional information through interviews with teachers and administrators. In addition, surveys will be designed to gather opinions about the training that was provided by PDA and how well that training prepared the teachers for classroom implementation of the district initiatives.

In addition to the qualitative information gathered through observations, surveys, and interviews, the evaluation team will investigate outcome measures that will provide meaningful quantitative information on the effects of teacher training on student achievement. End-of-course assessments associated with the mathematics curricula could be employed, along with TAAS scores and course grades. The types of scores generated by PALM will also be studied to determine their usefulness for baseline information.

Longitudinal information gathered by PDA over the two-year period covered by this overall evaluation effort will be used to identify who participated in the training and to investigate the results of the evaluation forms that all participants are required to complete at the end of each training session. This information will be supplemented by a literature review of professional development practices, particularly in the areas of mathematics and literacy programs. Results of these various data gathering efforts will be presented in a report that will be distributed in September 1999.

PROFESSIONAL DEVELOPMENT SYSTEM FOR TEACHERS AND ADMINISTRATORS

Program Administrator: Paul Shooter
Evaluation Staff: Holly Williams, Holly Koehler

DESCRIPTION OF PROFESSIONAL DEVELOPMENT SYSTEM FOR TEACHERS AND FOR ADMINISTRATORS

The Administrator Appraisal System was implemented in the Fall of 1997, and the newly developed Teacher Professional Development System (TPDS) will be implemented in the Fall of 1998. The feedback from the Administrator Appraisal System and from the TPDS will be included in the planning process for Professional Development in the district. The major goal for the Administrator Appraisal System is to support professional development that will increase academic achievement for all students in AISD. The major goals for the TPDS include the following:

1. To foster ongoing professional development for AISD teachers,
2. To increase educators' knowledge and skills,
3. To create a professional atmosphere that ensures more collaboration and collegial conversations between teachers and administrators,
4. To increase teachers' perception of their classroom effectiveness,
5. To enhance the delivery of quality educational services for all students, and
6. To increase academic achievement for the diverse student population of AISD.

EVALUATION

An evaluation is planned to investigate the effectiveness of the Administrative Appraisal System and the TPDS in reaching these goals. The evaluation will have three major components: a formative evaluation (based on qualitative data analysis and an investigation of reliability of the system); a summative evaluation at the end of the second year of implementation (measuring staff outcomes qualitatively and quantitatively; and an investigation of validity of the system); and an ongoing evaluation. After the formative evaluation is completed, the effectiveness of the Administrative Appraisal System and the TPDS in reaching the major outcome goals can be assessed in the summative evaluation. Qualitative and quantitative data will continue to be gathered annually for ongoing evaluation after the formative and summative evaluations are completed.

Formative Evaluation Component

A formative evaluation will be carried out during the first year of implementation to identify strengths or weaknesses of the of the Administrative Appraisal System and the TPDS and in order to gather information to be used in making any needed adjustments to the systems. The formative evaluation will include investigation of teacher and administrator attitudes. These data will be gathered through the employee coordinated survey.

Main issues to be addressed by teachers will include the following:

1. Teacher perception of the usefulness of the TPDS in determining their own professional development needs,
2. Teacher perception of fairness of the new system,
3. Teacher perception of whether the TPDS is effective in increasing collaboration among teachers and administrators on a campus,
4. Teacher perception of increased effectiveness of classroom instruction,
5. Teacher attitude towards the utility of the holistic scoring approach employed in the new system versus the analytical checklist used in the old system, and
6. Teacher perception of the quality of training for the TPDS.

Main issues to be addressed by administrators will include the following:

1. Administrator perception of usefulness of the Administrator Appraisal System and the TPDS in guiding decisions regarding professional development,
2. Administrator perception of whether the TPDS is effective in increasing collaboration on a campus,
3. Administrator perception of the ease of use of the Administrator Appraisal System and the TPDS,
4. Administrator perception of increased effectiveness of classroom instruction,
5. Administrator perception of the cost in time of the holistic scoring approach versus the benefit of additional information, and
6. Administrator evaluation of training in the use of the TPDS.

Summative Evaluation component

Once formative evaluation determines that the Administrator Appraisal System and the TPDS are being used appropriately, a summative evaluation can be carried out and the external validity of the instruments can be investigated. Issues that will need to be addressed for evaluation include developing a methodology for storing performance assessment data in a mainframe database that can be accessed for use in the evaluation.

Methodology planned for the external validity study for the TPDS entails correlating teacher assessment results with achievement results for students. The analysis will be performed on data at the district level; teachers will not be identified in the analysis. Average TLI gains for students in a teacher's classroom will be used to measure achievement results; this student outcome number will be correlated with teacher appraisal results for all teachers/classrooms in the district. If it is true that Distinguished and Proficient teachers, as measured by the TPDS, lead to more positive student achievement outcomes, a linear trend in the data is expected. The number of grievances before and after implementation of the TPDS will be compared as well. Qualitative data gathered during the second year of implementation, through the district's employee coordinated survey will be included in the summative evaluation. At the end of the year a random sample of growth plans for the teacher and the administrator appraisal systems will be reviewed to check on follow through of planned professional development.

The information gathered through the formative evaluation to be used for system improvement will be presented to administrative staff during the 1998-99 school year. The formative and the summative evaluation results will be presented in a summary report to be produced by the AISD Office of Program Evaluation at the end of the second year, 1999-2000. The qualitative data for the ongoing evaluation will be collected annually after the second year of implementation and will be presented to administrative staff so that the Administrator Appraisal System and the TPDS can be continually monitored and improved.

SCHOOL-TO-CAREER PROGRAMS

Program Director: To Be Announced
Evaluation Staff: Gloria Zyskowski, Ertha Patrick

PROGRAM DESCRIPTION

School-to-Career describes a system of integrated school- and work-based learning that integrates academic and occupational learning. Students are trained through a series of organized educational programs. These programs offer a sequence of courses that prepare students in paid or unpaid employment for current or emerging occupations. The *Carl D. Perkins Vocational and Applied Technology Education Act (P.L. 101-392)* specifically assists states to expand and improve their programs of vocational education and provide equal access in vocational education to special populations. As amended in 1990, the Perkins Act focuses on increasing the participation of special populations, and on improving the quality of vocational programs in schools with the greatest need for improvement.

EVALUATION OBJECTIVES

1. To comply with federal law requiring an annual evaluation of programs funded with Carl Perkins Act monies; and
2. To provide information for decisionmakers on program effectiveness to facilitate decisions about program modification.

SCOPE AND METHOD

During the 1997-98 school year, OPE staff conducted several evaluation activities to provide baseline data to staff of the Department of School-to-Career Programs. During the 1998-99 school year, the Office of Program Evaluation will undertake a variety of activities to provide evaluation information and, in many cases, longitudinal data concerning specific school-to-career initiatives. A feedback will be produced and distributed that summarizes evaluation activities associated with the programs discussed below.

Counseling

A survey will be conducted with graduating seniors to determine their overall satisfaction with the career counseling program. The survey will be conducted prior to Christmas break. A small sample of counselors, principals, and graduating seniors will participate in focus groups to obtain qualitative data concerning the career counseling program. The interviews and focus groups will be conducted in January and February 1999.

Questions will be included on the district's Employee Coordinated Survey to obtain information from a sample of counselors, teachers, and administrators about the effectiveness of the career counseling program.

Cooperative Education

Students participating in the cooperative education program will be surveyed to obtain information about the relationship between their career goals, coursework, and the requirements of their present job. In addition, information will be obtained from students and

employers regarding their general satisfaction with the cooperative education program. Data will be gathered before the end of the first semester.

Carl Perkins Grant

OPE evaluation staff will assist School-to-Career staff to complete reporting requirements to TEA. In addition, OPE staff will work with School-to-Career staff on ways to identify career pathways students, along with other subgroups within the career and technology program. Once a reliable database is established, information requests and reporting requirements can be addressed more efficiently. The database will also be used to address the department's goal of integrating academic classes with career and technology courses.

College Bound

Students on the college bound track will be followed to determine if the program goal of students attending college is met. The State Occupational Information Coordinating Committee (SOIC) data will be used in future years to track former students. Test results (PSAT, TAAS) for students taking the AP exam will be compared with results for students not taking the AP exam. Merit scholars and non-merit scholars test results will be compared as well to investigate differences in these groups.

ADDITIONAL DUTIES OF THE OFFICE OF PROGRAM EVALUATION, 1998-99

AD HOC REQUESTS AND SPECIAL PROJECTS

Evaluation Staff: Holly Williams, Holly Koehler, Ralph Smith, Karen Wendt

DESCRIPTION

During the school year, the Office of Program Evaluation receives additional requests for assistance from district administrators and campuses. Projects range from literature reviews and program information for the school board to student data requests and assistance with evaluations of campus projects. It is our hope that if you have needs of this kind, you have already informed us by sending in a *Request for Evaluation Assistance Form.* If you have not sent in your request but already know your needs, please call Lillian Ray at 414-3641 and ask that she send you a *Request for Evaluation Assistance Form.* Complete this form and return it to Holly Williams as soon as possible. If you have a need that occurs during the school year, please contact Holly Williams as soon as possible. Staff in the Office of Program Evaluation will do their best to work your request into the full agenda and to respond to your need in a timely manner.

EMPLOYEE COORDINATED SURVEY

Evaluation Supervisor: Ralph Smith
Evaluation Staff: Karen Wendt

PROGRAM DESCRIPTION

Beginning in the 1979-80 school year, OPE formerly the Office of Research and Evaluation (ORE) conducted survey research with students, employees, and parents as a means of collecting opinion data from those with the greatest immediate stake in the district. By providing a vehicle for district stakeholders to reflect their opinion about key issues, surveys provide information about the effectiveness of programs and improvement activities implemented in AISD. Survey results are useful to district administrators in gaining insight into the strengths and weaknesses of various programs and policies of interest.

In the early 1980s, the Office developed and refined a sophisticated employee survey system that permitted sampling of survey items across respondents, thus providing the means to collect information on a wide variety of district programs and activities while minimizing the paperwork burden on teachers and other staff. The number of items an individual teacher received was capped at 24, for example. The survey system also permitted specific items to be targeted to specific respondent groups, such as special education teachers, or to a random sample of respondents. The annual survey replaced multiple, separate evaluation data collections and also afforded a vehicle to other district staff to gather opinion data efficiently. Through the mid-1980s and into the early 1990s, teachers, other professionals, and administrators were surveyed annually about specific programs, as well as on a broad range of topics of general interest, such as school climate, instructional television, dropout prevention efforts, parent involvement, and teacher career goals. Surveys were administered during a faculty meeting, resulting in percentages of surveys returned in the high 90s.

The Employee Coordinated Survey was first administered during the 1992-93 school year. This survey differed from previous years' employee surveys in that items were no longer sampled across staff. Instead, single-topic surveys were sent to respondents targeted according to the instructions from the staff submitting survey items (e.g., all bilingual/ESL teachers or a 20% random sample of all teachers). Coordination ensured that no teacher received more than one program's survey. Separate instructions and information provided by evaluation staff were inserted into individual envelopes which were mailed directly to each administrator or campus professional. Reminders were sent out, and duplicate surveys were sent as requested. There was a 78% overall return rate. Subsequent administrations of the Coordinated Survey have followed nearly the same procedures, with similar return rates.

Evaluation Objectives

1. To serve as a vehicle for OPE staff to gather opinion information as part of the evaluation of programs;
2. To provide district administrators with a means to obtain information about various programs and policies of interest; and
3. To replace multiple, separate data collections that might otherwise occur with a single, coordinated data collection which minimizes the paperwork burden on teachers and other staff.

Scope and Method

The 1998-99 Employee Coordinated Survey will be administered in March 1999 by the Office of Program Evaluation (OPE). The survey will follow the same procedures used in the previous four years. Items will again be solicited from both instructional and administrative support staff, as well as OPE staff. Teachers, other professionals, and administrators will be surveyed to answer questions related to the evaluations of federal Title programs and other programs, special education, gifted education, and other topics. As much as possible within the limits of the system, respondents will be surveyed according to instructions from the staff submitting the survey items (e.g., 20% random sample of all teachers). As in the past, individual envelopes with the respondent's name on a removable label will be sent out. To secure a higher return rate, principals will be requested to administer the surveys during a faculty meeting. In addition, an instruction sheet, which includes a contact person's name and phone number, will be inserted into the envelope with each survey. The anticipated return rate for the survey is from 70% to 90%. For purposes of survey administration, individual respondents will not be anonymous, but the confidentiality of their responses will be protected. Only aggregate data will be reported. When the survey processing has been completed, the computer files linking responses to individuals will be erased. Survey results will be analyzed and reported as follows:

1. For each survey item, number of responses will be tabulated for each response option (e.g., "strongly agree," "agree," etc.) by type of respondent (i.e., teacher, administrator, and other professional) and by level, (i.e., elementary, middle/junior high school, and high school).
2. For each survey item, the number of surveys sent, returned, invalid/blank, and valid will be reported.
3. Survey results will be reported by category (e.g., the survey items related to bilingual education).
4. Aggregate results will be returned to the persons who submitted the survey items (e.g., the results of special education items to the director of Special Education).
5. A complete set of results will be maintained on file in OPE, along with work papers (communications, printouts, etc.) detailing the survey process.

INTERNAL DATA REQUESTS

Evaluation Staff: Ralph Smith, Karen Wendt

Internal Data requests by AISD personnel will be performed as needed. These differ slightly from ad hoc requests in that they are mainly requests for data. In response to these requests, data are compiled and then returned with a brief explanation of the data to the person making the request.

OFFICE OF PROGRAM EVALUATION WEB PAGE

Evaluation Staff: Ralph Smith

During the 1997-98 school year, a web page was developed for the Office of Program Evaluation. During the 1998-99 school year, this web page will be updated as needed to provide current information about the Office of Program Evaluation (OPE). Information provided on the web page includes: the Office of Program Evaluation agenda describing current research projects; staff contacts for OPE projects; OPE research reports available to the public; executive summaries of OPE reports that provide project overviews; and Internet links to other educational sites. The OPE web page can be found at http://www.austin.isd.tenet.edu/admin/ope, or as link from the AISD home page.

PROCEDURES MANUAL

Evaluation Staff: Holly Williams, Ralph Smith, Holly Koehler, Gloria Zyskowski, Martha Doolittle, Michelle Batchelder

The Procedures Manual for the Office of Program Evaluation (OPE) will be revised to reflect current changes in district/office Administration, Finance, Personnel, Data Collection, Data Management, Typing Guides, Publications, and Files.

SAS

Evaluation Staff: Holly Koehler, Holly Williams

During the 1998-99 school year, the Office of Program Evaluation will be incorporating the use of *SAS* statistical analysis software. *SAS* is software that will help evaluate the effectiveness of programs; it can be used to perform multiple complex statistical analyses used in research and evaluation.

AUSTIN INDEPENDENT SCHOOL DISTRICT

DIVISION OF INSTRUCTIONAL SERVICES/SCHOOL OPERATIONS

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A.C. Gonzalez

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